Second Grade Pacing Module 4 *with Suggested Modifications* **Key**

Optional Lesson

Extension Lesson

Remedial Lesson



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| Standards | Topic and Objectives | |  |
| **2.OA.1**  **2.NBT.5**  **2.NBT.8**  **2.NBT.9** | A | Sums and Differences Within 100  Lesson 1: Relate 1 more, 1 less, 10 more, and 10 less to addition and subtraction of 1 and 10.  Lesson 2: Add and subtract multiples of 10 including counting on to subtract.  Lesson 3: Add and subtract multiples of 10 and some ones within 100.  Lesson 4: Add and subtract multiples of 10 and some ones within 100.  Lesson 5: Solve one- and two-step word problems within 100 using strategies based on  place value. | **Days: 4**  **Remediation Lesson 4**, It is similar Lesson 3. |
| By the end of Topic A, your students should be able to:   * Fluently add and subtract 10 more/10 less within 100. * Use place value knowledge to add and subtract within 100. * Solve two step word problems based on place value strategies.   Snapshot Assessment 2.OA.1 Part B (Problems 1-2) | | | |
| **2.NBT.7**  **2.NBT.9**  2.OA.1  2.NBT.5 | B | Strategies for Composing a Ten  Lesson 6: Use manipulatives to represent the composition of 10 ones as 1 ten with two-digit addends.  Lesson 7: Relate addition using manipulatives to a written vertical method.  Lesson 8: Use math drawings to represent the composition and relate drawings to a written method.  Lessons 9: Use math drawings to represent the composition when adding a two-digit to a three-digit addend.  Lessons 10: Use math drawings to represent the composition when adding a two-digit to a three-digit addend. | **Days: 4**  **Lesson 9** can be used for remediation. |
| By the end of Topic B, your students should be able to:   * Use manipulatives to represent two-digit addition. * Represent two-digit addition with drawings. * Solve two-digit addition problems using the vertical method. | | | |
| **2.OA.1**  **2.NBT.7**  **2.NBT.9**  2.NBT.5 | C | Strategies for Decomposing a Ten  Lesson 11: Represent subtraction with and without the decomposition of 1 ten as 10 ones with manipulatives.  Lesson 12: Relate manipulative representations to a written method.  Lesson 13: Use math drawings to represent subtraction with and without decomposition and relate drawings to a written method.  Lesson 16: Solve one- and two-step word problems within 100 using strategies based on place value.  Lessons 14–15: Represent subtraction with and without the decomposition when there is a three-digit minuend.  **Combine Lesson 14 & 15** | **Days: 5**  **Lessons 14 & 15** can be combined. Use the exit ticket as a pre-assessment for Topic E. |
| By the end of Topic C, your students should be able to:   * Unbundle/Decompose two digit numbers using place value disks. * Use place value to explain subtraction strategies. * Draw models to show the exchange of tens/ones. | | | |
| *2 Days for Remediation, Enrichment,* ***Mid-Module Assessment***  [Mid Module Assessment Word Document](https://www.engageny.org/resource/grade-2-mathematics-module-4)  **Suggested Task:** [**Curious Subtraction**](http://achievethecore.org/page/907/curious-subtraction-task-detail-pg) | | | |
| **2.NBT.6**  **2.NBT.7**  **2.NBT.8**  **2.NBT.9** | D | Strategies for Composing Tens and Hundreds  Lesson 17: Use mental strategies to relate compositions of 10 tens as 1 hundred to 10 ones as 1 ten.  Lesson 18: Use manipulatives to represent additions with two compositions.  Lesson 19: Relate manipulative representations to a written method.  Lessons 20: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.  Lesson 21: Use math drawings to represent additions with up to two compositions and relate drawings to a written method.  Lesson 22: Solve additions with up to four addends with totals within 200 with and without two compositions of larger units. | **Days: 3**  **Lesson 17** can be used for remediation.  Optional: Lesson 20 content is covered in lesson 21.  Optional: Lesson 22 can be replaced with [Toll Bridge Puzzle](https://www.illustrativemathematics.org/content-standards/tasks/755). |
| By the end of Topic D, your students should be able to:   * Relate place value manipulatives to written two-digit addition/subtraction problems. * Use drawings to show regroupings of both tens and ones for two-digit addition problems.   Snapshot Assessment 2.NBT.5 (Problems 1-4) | | | |
| **2.NBT.7**  **2.NBT.9** | E | **Strategies for Decomposing Tens and Hundreds**  Lesson 23: Use number bonds to break apart three-digit minuends and subtract from the hundred.  Lesson 24: Use manipulatives to represent subtraction with decompositions of 1 hundred as 10 tens and 1 ten as 10 ones.  Lesson 25: Relate manipulative representations to a written method.  Lesson 26: Use math drawings to represent subtraction with up to two decompositions and relate drawings to a written method.  Lessons 27: Subtract from 200 and from numbers with zeros in the tens place.  Lessons 28: Subtract from 200 and from numbers with zeros in the tens place. | **Days: 5**    **Optional Lesson 27,** it is covered in Lesson 28. |
| By the end of Topic E, your students should be able to:   * Have a conceptual understanding of addition/subtraction within 200. * Mentally add and subtract 100 * Use number bonds to subtract * Unbundle to solve subtraction problems | | | |
| **2.OA.1**  **2.NBT.7**  **2.NBT.9** | F | Student Explanations of Written Methods  Lesson 29: Use and explain the *totals below* written method using words, math drawings, and numbers.  Lesson 30: Compare *totals below* to *new groups below* as written methods.  Lesson 31: Solve two-step word problems within 100. | **Days: 2**  **Remedial Lesson 31,** it has already been covered in this module. |
| By the end of Topic F, your students should be able to:   * Add using a variety of place value strategies. * Construct viable arguments and critique the reasoning of others.   Snapshot Assessment 2.NBT.9 (Problems 1-3) | | | |
| *2 Days for Re-Assessment, Remediation and Enrichment*  [End of Module Assessment Word Document](https://www.engageny.org/resource/grade-2-mathematics-module-4) | | | |
| ***Total Instructional Days: 27*** | | | |

Links Used:

“Curious Subtraction Task”: <http://achievethecore.org/page/907/curious-subtraction-task-detail-pg>

“Toll Bridge Puzzle”: <https://www.illustrativemathematics.org/content-standards/tasks/755>

Module Assessments: <https://www.engageny.org/resource/grade-2-mathematics-module-4>